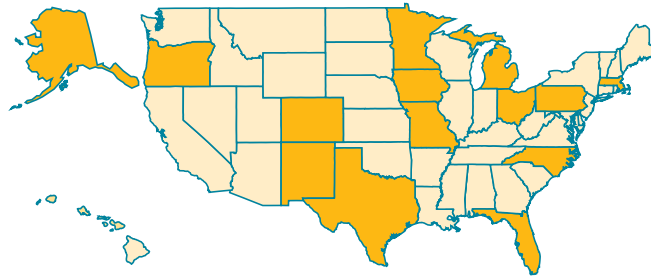


## Research Foundation Paper

# School Libraries Work!



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# Preface: School Libraries Work!

The School Library Is Critical  
to the Learning Experience  
and Student Academic Achievement.

The school library has long been regarded as the cornerstone of the school community—a learning hub integral to teaching and learning. By providing teachers and students with a full range of print and electronic resources to support learning, the school library impacts student achievement.

A substantial body of research since 1990 clearly demonstrates the importance of school libraries to students' education. Whether student achievement is measured by standardized reading achievement tests or by global assessments of learning, research shows that a well-stocked library staffed by a certified library media specialist has a positive impact on student achievement, regardless of the socio-economic or educational levels of the community.

This research foundation paper brings together position statements from a variety of organizations and findings from nearly a decade of empirical studies that cite the measurable impact of school libraries and library media specialists on learning outcomes. As you will see, school libraries administered by certified library media specialists are a powerful force in the lives of America's children.

# School Libraries are Much More Than Books

## The Impact of School Libraries and Library Media Specialists on Student Academic Achievement.

### Summary:

School libraries are much more than books. They are a learning hub with a full range of print and electronic resources that support student achievement. The school library is a gathering place for people of all ages and interests to explore and debate ideas. The library media specialist, working collaboratively with all teachers, helps students develop a love of reading, become skilled users of ideas and information, and explore the world through print and electronic media resources.



### The Program

#### SCHOOL LIBRARY PROGRAMS INFLUENCE LEARNING OUTCOMES AND STUDENT ACHIEVEMENT WHEN:

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- ♦ Library media specialists collaborate with classroom teachers to teach and integrate literature and information skills into the curriculum.
- ♦ Library media specialists partner with classroom teachers on projects that help students use a variety of resources, conduct research, and present their findings.
- ♦ Library media specialists are supported fiscally and programmatically by the educational community to achieve the mission of the school.

*(continued)*

## The Professional

### **LIBRARY MEDIA SPECIALISTS ARE CRUCIAL TO THE TEACHING AND LEARNING PROCESS:**

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- ♦ They teach skills and strategies students need to learn and achieve.
- ♦ They are partners in educating students, developing curricula, and integrating resources into teaching and learning.
- ♦ They teach the skills students need to become effective users of ideas and information.
- ♦ They seek, select, evaluate, and utilize electronic resources and tools and instruct teachers and students in how to use them.

## The Place

### **SCHOOL LIBRARIES ARE PLACES OF OPPORTUNITY:**

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- ♦ Where all students can strive for and achieve success
- ♦ Where quality collections are provided, in print and online, that support the curriculum and address a variety of learning needs
- ♦ Where students develop a love of reading and literature
- ♦ Where library media specialists help students explore the world around them through print and electronic media
- ♦ Where students can work individually or in small groups on research and collaborative projects

—American Library Association. (2003). Toolkit for School Library Media Programs. Chicago: American Library Association

*“Libraries must purchase a sufficient number of new books per student, and they must make a concentrated effort to replace older materials for each classroom and school library on an annual basis.”*

—“Providing Books and Other Print Materials for Classroom and School Libraries.”  
A Position Statement of the International Reading Association, 1999.

# Certified School Library Media Specialists and School Libraries Are Vital to High Achieving Schools.

## **DIRECT CORRELATION CAN BE MADE BETWEEN STUDENT ACHIEVEMENT AND SCHOOL LIBRARY PROGRAMS LED BY LIBRARY MEDIA SPECIALISTS WHOSE DUAL TEACHING CERTIFICATION UNIQUELY QUALIFIES THEM TO...**

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### **Summary:**

The role of the library media specialist is diverse. He or she is at once a teacher, an instructional partner, an information specialist, and a program administrator. Library media specialists play an essential role in the learning community by ensuring that students and staff are efficient and effective users of ideas and information. They collaborate with teachers, administrators, and others to prepare students for future successes.

- ♦ Teach information skills
- ♦ Promote reading advocacy by matching students and books
- ♦ Manage information
- ♦ Organize and maintain a collection of valuable resources
- ♦ Collaborate with teachers to meet the information needs of students
- ♦ Assist teachers and students to search out their information needs, critically evaluate the materials they locate, and use technological means to synthesize their findings into new knowledge
- ♦ Facilitate booktalking
- ♦ Provide resources and activities to promote student achievement
- ♦ Collaborate with teachers to provide resources and activities for course, unit, and lesson outcomes
- ♦ Provide resources and activities for students that are meaningful now and in the future
- ♦ Provide intellectual and physical access to information in print and media resources
- ♦ Provide intellectual and physical access to information technologies, either local or Web-based
- ♦ Maintain a supportive and nurturing environment in the library and network environment, to increase student satisfaction and achievement
- ♦ Provide leadership in the school for achieving school Mission, Objectives and Strategies

*Woolls, Blanche. (2004). The School Library Media Manager, 3rd Edition. Westport, CT: Libraries Unlimited. (in publication)*

# School Libraries Are Important.

A school library and a classroom collection of reading materials are both necessary components of an elementary school program. Each supports the reading and literacy initiatives of the school. One cannot substitute for the other. One—the school library—is a collection of resources that are organized according to a known and accepted system with materials cataloged and classified for universal accessibility. The other—the classroom collection of reading materials—may be organized in a particular manner to service individual classrooms. School libraries staffed by library media specialists ensure that students are effective users of the ideas and information contained in these resources.

## AN EFFECTIVE SCHOOL LIBRARY...

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- ♦ Is accessible to the total school community, on site or remotely
- ♦ Is cost effective because one book is used by many
- ♦ Provides flexible scheduling and timely access to the collection by all students
- ♦ Offers a broad range of materials—reference, fiction, and non-fiction
- ♦ Addresses a broad range of reading levels
- ♦ Minimizes loss through cost-effective tracking systems
- ♦ Supports learning to read and reading to learn with informational and imaginative text and literature
- ♦ Adds new resources throughout the school year to keep collections dynamic
- ♦ Creates a sense of ownership that is shared by the entire school community

*“Results show a scarcity of informational texts in these classroom print environments and activities—there were relatively few informational texts included in classroom libraries, little informational text on classroom walls and other surfaces, and a mean of only 3.6 minutes per day spent with informational texts during classroom written language activities.”*

—Duke, Nell K. (2000). “3.6 Minutes per Day: The Scarcity of Informational Texts in First Grade.” *Reading Research Quarterly* 35 (2): 202-224.

# 14 States Can't Be Wrong.\*

## State Studies Demonstrate the Benefits of School Libraries and Library Media Specialists on Student Academic Achievement.

### Summary:

A substantial body of research since 1990 shows a positive relationship between school libraries and student achievement. The research studies show that school libraries can have a positive impact on student achievement—whether such achievement is measured in terms of reading scores, literacy, or learning more generally. A school library program that is adequately staffed, resourced, and funded can lead to higher student achievement regardless of the socio-economic or educational levels of the community.

### ALASKA (LANCE, 1999)

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- ♦ Students in Alaska's secondary schools with full-time teacher-librarians were almost twice as likely as those without teacher-librarians to score average or above-average on California Achievement Tests (CAT5).
- ♦ The more often students receive library/information literacy instruction from library media specialists, the higher the test scores.

### COLORADO (LANCE, 1993; LANCE, 2000)

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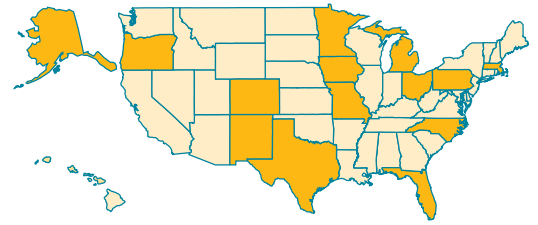
- ♦ The size of the school library staff and collection explained 21% of variation in 7th grade Iowa Tests of Basic Skills (ITBS) reading scores, while controlling for socio-economic conditions (1993).
- ♦ Elementary school students with the most collaborative teacher-librarians scored 21% higher on Colorado Student Assessment Program (CSAP) reading than students with the least collaborative teacher librarians (2000).

### FLORIDA (BAUMBACH, 2002)

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- ♦ In elementary schools where library programs are staffed 60 hours per week or more, there is a 9% improvement in test scores over those staffed less than 60 hours.
- ♦ In middle schools where library programs are staffed 60 hours per week or more, there is a 3.3% improvement in test scores over those staffed less than 60 hours.
- ♦ In high schools where library media programs are staffed 60 hours per week or more, there is a 22.2% improvement in test scores over those staffed less than 60 hours.





## **IOWA (LANCE, 2002)**

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- ♦ Comparing Iowa elementary schools with the highest and lowest ITBS reading scores, the highest scoring students use more than 2 1/2 times as many books and other materials during library visits.
- ♦ Iowa reading test scores rise with the development of school library programs. The relationship between library program development and test scores is not explained away by other school or community conditions at the elementary level.

## **MASSACHUSETTS (BAUGHMAN, 2002)**

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- ♦ At each grade level, schools with library programs have higher Massachusetts Comprehensive Assessment System (MCAS) scores.
- ♦ At the elementary and middle/junior high school levels, students score higher on the MCAS test when there is a school library program.

## **MICHIGAN (RODNEY, LANCE, AND HAMILTON-PENNELL, 2003)**

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- ♦ At elementary schools with the highest Michigan Educational Assessment Program (MEAP) reading scores, teachers and students are 4 times as likely to be able to visit the library on a flexibly scheduled basis, compared to their counterparts at the lowest scoring schools.
- ♦ MEAP reading test scores rise with the extent to which the state's school library programs are headed by certified library media specialists.

*(continued)*

## MINNESOTA (BAXTER AND SMALLEY, 2003)

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- ♦ In Minnesota schools with above-average student scores on the grade 3, 5, and 8 reading tests, 66.8% were schools where the library media specialist worked full-time.
- ♦ Student reading achievement in elementary and secondary schools is related to increases in school library program spending.
- ♦ Twice as many schools with above-average scores had full-time library media specialists.

## MISSOURI (QUANTITATIVE RESOURCES, LLC, 2003)

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- ♦ School library services exert a 10.6% statistically significant impact on student achievement.
- ♦ The weighted average index scores from the Missouri Assessment Program (MAP) rose with the availability of school library program services.
- ♦ The relationship between school library program services and student achievement was not negated by other school or community demographics.

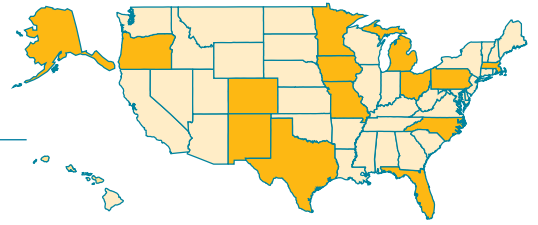
## NEW MEXICO (LANCE, 2002)

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- ♦ New Mexico middle schools with the highest New Mexico Achievement Assessment Program (NMAAP) language arts scores are twice as likely as the lowest scoring schools to provide access to licensed databases via a school library network.
- ♦ New Mexico achievement test scores rise with the development of school library programs.

*“The extent to which books are borrowed from school libraries shows a strong relationship with reading achievement.”*

—“Impact of School Libraries on Student Achievement.” Research Developments: Newsletter of the Australian Council for Educational Research. No.10 (2003): 4.



## **NORTH CAROLINA (BURGIN AND BRACY, 2003)**

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- ♦ School library programs in North Carolina elementary, middle, and high schools have a significant impact on student achievement—as measured by scores on standardized reading and English tests.
- ♦ Scores on standardized reading and English tests in the schools included in this study tended to increase when libraries in the schools had newer books, and were open and staffed more hours during the school week.

## **OHIO (TODD, KUHLETHAU, AND OELMA, 2004)**

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- ♦ *Student Learning through Ohio School Libraries* reveals that 99.4% of students in grades 3 to 12 believe school libraries and their services help them become better learners.
- ♦ The study shows that an effective school library, led by a credentialed library media specialist who has a clearly defined role in information-oriented pedagogy, plays a critical role in facilitating student learning for building knowledge.

## **OREGON (LANCE, RODNEY, AND HAMILTON-PENNELL, 2001)**

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- ♦ Teacher-librarians from high schools with the best Oregon Statewide Assessment reading/language scores are twice as likely as their colleagues from the lowest scoring schools to plan collaboratively with classroom teachers, and their students are more than three times as likely to visit the library as part of a class or other group.
- ♦ The relationship between school library program development and test scores is not explained away by other school or community conditions at the elementary or middle school levels or by other school conditions at the high school level.
- ♦ Whatever the current level of development of a school's library program, these findings indicate that incremental improvements in its staffing, collections, and budget will yield incremental increases in reading scores.

(continued)

## PENNSYLVANIA (LANCE, RODNEY, AND HAMILTON-PENNELL, 2000)

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- ♦ The success of any school library program in promoting high academic achievement depends fundamentally on the presence of adequate staffing—specifically each library should have at least one full-time certified school librarian with at least one full-time aide or support staff member. For all three tested grades, the relationship between such staffing and Pennsylvania System of School Assessment (PSSA) reading scores is both positive and statistically significant.

In 1998-99, three out of five Pennsylvania elementary schools with adequate school library staffing (61%) reported average or above-average reading scores, while the same proportion of such schools with inadequate library staffing reported below-average scores.

- ♦ Pennsylvania middle schools with the best PSSA reading scores spend twice as much on their school libraries as the lowest scoring schools.
- ♦ The mere presence of a large collection of books, magazines, and newspapers in the school library is not enough to generate high levels of academic achievement by students. Such collections only make a positive difference when they are part of school-wide initiatives to integrate information literacy into the school's approach to standards and curricula.

## TEXAS (SMITH, 2001)

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- ♦ Over 10% more students in schools with librarians than in schools without librarians met minimum Texas Assessment of Academic Skills (TAAS) expectations in reading.
- ♦ This study indicates that library staffing levels, collection sizes, librarian interaction with teachers and students, and library technology levels have a positive association with TAAS performance at the elementary, middle/junior high, and high school levels.

*“Every classroom should have a library of materials that is large and diverse enough to provide daily opportunities for students to read self-selected materials. In addition, every school should have a fully funded library that meets the highest of state and/or national standards and a licensed, full-time library media specialist.”*

—Report of the NEA Task Force on Reading, 2000. p. 7.

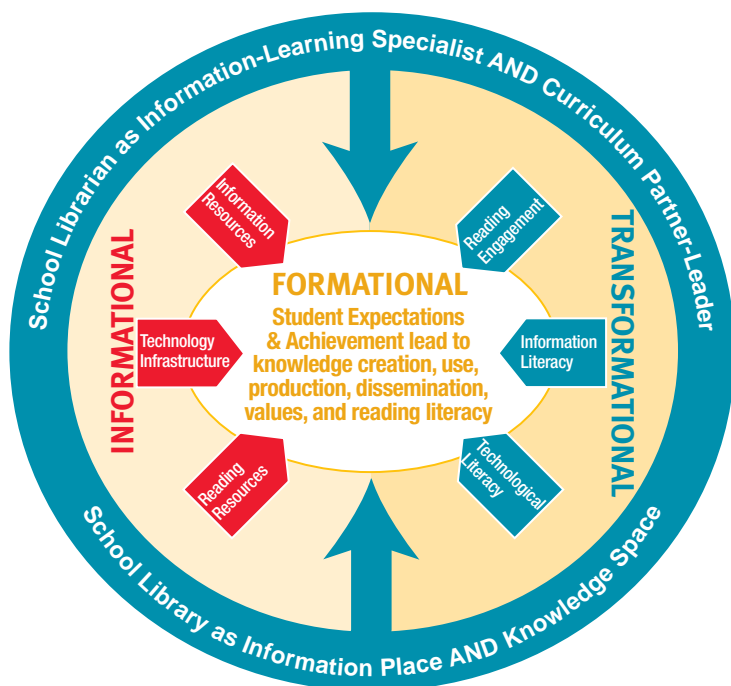
# The Ohio Study

*Selected results from the most recent study...*

(TODD, KUHLLTHAU, AND OELMA, 2004)

## Summary:

The Ohio study sought to understand how students benefit from school libraries and to quantify the school library's relationship to student learning. Nearly 100% of the students who took part in the research study indicated that the school library, its services, and library media specialists have helped them with their learning. The data shows that an effective school library program led by a credentialed library media specialist plays a critical role in facilitating learning, in general, and information literacy, in particular. The data also highlights the impact school library media specialists have when working both as an information-learning specialist and as an educational partner-leader to implement a whole-school library program which articulates library literacy standards and provides learning-oriented development that aligns with achievement goals for the entire school.



## MODEL OF THE SCHOOL LIBRARY AS A DYNAMIC AGENT OF LEARNING

Todd, Ross J., Carol C. Kuhlthau, and OELMA. (2004).  
Student Learning through Ohio School Libraries.  
Columbus, OH: Ohio Educational Library Media Association.  
<http://www.oelma.org/studentlearning/default.asp>

*“The [Ohio] study shows that an effective school library, led by a credentialed library media specialist who has a clearly defined role in information-centered pedagogy, plays a critical role in facilitating student learning for building knowledge.”*

—Ross J. Todd, Carol C. Kuhlthau, and OELMA. Student Learning through Ohio School Libraries, 2004. <http://www.oelma.org/studentlearning/default.asp>

*“In Ohio, the provision of opportunities to learn through effective school libraries is critical to ensure that no student is left behind.”*

—Ross J. Todd, Carol C. Kuhlthau, and  
OELMA. Student Learning through  
Ohio School Libraries, 2004.  
<http://www.oelma.org/studentlearning/default.asp>

Model posits that as a dynamic agent of learning, a school library’s intellectual and physical infrastructure centers on three essential interactive and iterative components:

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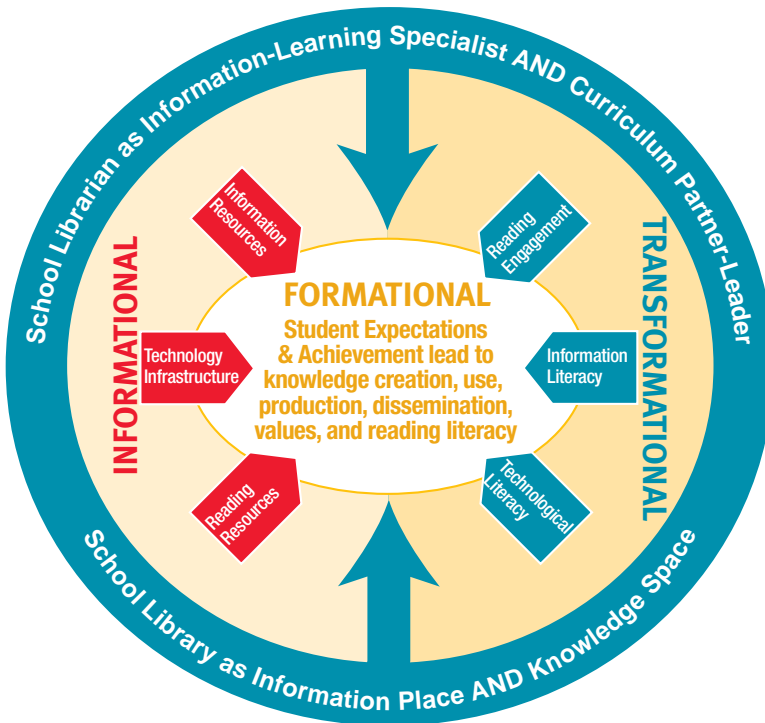
## **1. INFORMATIONAL— The information resource and information technology infrastructure**

- **Information resources:** Current, multi-perspective, multi-format resources with readability levels aligned with the local curriculum, that support state academic content standards
- **Technology infrastructure:** State-of-the art technology to acquire, organize, create, and disseminate information and function as a gateway to information
- **Reading resources:** Reading materials targeted beyond informational curriculum needs, personal pursuits, and pleasure reading, for the development of thinking and informed citizens of their country and world

## **2. TRANSFORMATIONAL—Instructional Interventions**

- **Information literacy:** Development of information literacy for engagement with information in all its forms in the context of curriculum needs, content standards, and subject knowledge creation processes for effective engagement and utilization of information
- **Technological literacies:** Development of media and technological skills, which include critical thinking and communication competencies, as well as the appropriate and ethical use of technology for information access, retrieval, production, and dissemination
- **Reading engagement:** Development of approaches to promote and encourage reading for academic achievement and life-long learning through participation in reading initiatives, promotion of literature, reinforcement of reading skills, and fostering a sustained love of reading

*(continued)*



*“When effective school libraries are in place, students do learn. 13,000 students can’t be wrong.”*

—Ross J. Todd, Carol C. Kuhlthau, and OELMA.  
Student Learning through Ohio School Libraries,  
2004. <http://www.oelma.org/studentlearning/default.asp>

Todd, Ross J., Carol C. Kuhlthau, and OELMA. (2004). Student Learning through Ohio School Libraries. Columbus, OH: Ohio Educational Library Media Association. <http://www.oelma.org/studentlearning/default.asp>

### 3. FORMATIONAL—Student outcomes

- **Knowledge creation:** Students achieve through being able to define problems, frame questions, explore ideas, formulate focus, investigate, analyze, and synthesize ideas to create their own views, evaluate solutions, and reflect on understandings.
- **Knowledge use:** Students develop transferable skills for sustaining knowledge beyond the classroom.
- **Knowledge production:** Students can use technology and information tools to produce new knowledge and demonstrate achievement.
- **Knowledge dissemination:** Students can communicate ideas using oral, written, visual, and technological modes of expression.
- **Knowledge values:** Students are ethical, responsible users of information.
- **Reading literacy:** Students have high levels of reading literacy. They become independent, life-long sustained readers.

Todd, Ross J., Carol C. Kuhlthau, and OELMA. (2004). Student Learning through Ohio School Libraries. Columbus, OH: Ohio Educational Library Media Association. <http://www.oelma.org/studentlearning/default.asp>

## As a result of the Ohio research study, it is recommended that:

- ♦ All school library programs provide instructional intervention, through a credentialed library media specialist, which centers on the development of information literacy skills for inquiry learning.
- ♦ All school libraries, including elementary schools, be staffed with credentialed library media specialists who have educational certification and who engage in collaborative instructional initiatives to help students learn and achieve.
- ♦ All library media specialists have a clearly defined role as information-learning specialist.
- ♦ All school libraries provide a learning-centered space supported by a strong technology infrastructure.
- ♦ All stakeholders engage in sustained and action-oriented discussions in the context of continuous improvement of the necessary resources, technology, and staffing requirements needed to maximize the learning opportunities through school libraries.

*Todd, Ross J., Carol C. Kuhlthau, and OELMA. (2004). Student Learning through Ohio School Libraries. Columbus, OH: Ohio Educational Library Media Association. <http://www.oelma.org/studentlearning/default.asp>*

*“Simply providing teachers with a generous supply of children’s books had little effect on the educational outcomes of students.”*

*—McGill-Franzon, Anne et al. (1999). “Putting Books in the Classroom Seems Necessary But Not Sufficient.” The Journal of Educational Research 93 (2): 67-74.*



# School Libraries DO Work.

## “TO BECOME LIFE-LONG READERS, STUDENTS MUST HAVE...”

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- ♦ Access to current, quality, high-interest, and extensive collections of books and other print materials in their school libraries, classrooms, and public libraries;
- ♦ Contact with adults who read regularly and widely and who serve as positive reading role models;
- ♦ Certified library media specialists and classroom teachers who demonstrate their enthusiasm for reading by reading aloud and booktalking;
- ♦ Time during the school day dedicated to reading for pleasure, information, and exploration...”

— “*The Value of Independent Reading in the School Library Media Program.*”  
A Position Statement of the American Association of  
School Librarians. Revised July 1999.

“Reading development is a process for attaining literacy by integrating oral and written language experiences into the literature and content areas. Spoken language, reading, and writing are learned simultaneously. As students read “real books” and write to communicate, learning becomes relevant, interesting, and motivational and prepares students for life-long learning. Acquisition, organization, and dissemination of resources to support the reading program through the library media center is cost-effective for the entire school district.”

— “*Resource Based Instruction: Role of the School Library Media Specialist in Reading Development.*” A Position Statement of the  
American Association of School Librarians.

### *Resolution:*

*“Credentialed school  
library media  
professionals promote,  
inspire, and guide  
students toward a love  
of reading, a quest for  
knowledge, and a thirst  
for lifelong learning.”*

— “*In Support of Credentialed Library Media  
Professionals in School Library Media Centers.*”  
A Summary of a Board Resolution of the  
International Reading Association. May 2000.  
[http://www.reading.org/positions/cre\\_libra.html](http://www.reading.org/positions/cre_libra.html)

## Resources:

# Impact of School Libraries and Library Media Specialists on Student Academic Achievement

### ALASKA

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<http://www.library.state.ak.us/dev/infoemxs.pdf>

*Lance, Keith Curry, et. al. (1999). Information Empowered: The School Librarian as an Agent of Academic Achievement in Alaska Schools. Anchorage, AK: Alaska State Library.*

### COLORADO

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[http://www.ala.org/aasl/SLMR/slmr\\_resources/select\\_lance.html](http://www.ala.org/aasl/SLMR/slmr_resources/select_lance.html)

*Lance, Keith Curry, Lynda Wellborn, and Christine Hamilton-Pennell. (1993). The Impact of School Library Media Centers on Academic Achievement. Spring, TX: Hi Willow Research and Publishing.*

<http://www.lrs.org/documents/lmcstudies/CO/execsumm.pdf>

*Lance, Keith Curry, Marcia J. Rodney, and Christine Hamilton-Pennell. (2000). How School Librarians Help Kids Achieve Standards: The Second Colorado Study. Spring, TX: Hi Willow Research and Publishing.*

### FLORIDA

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<http://www.sunlink.ucf.edu/makingthegrade/>

*Baumbach, Donna. (2002). Making the Grade: The Status of School Library Media Centers in the Sunshine State and How They Contribute to Student Achievement. Spring, TX: Hi Willow Research and Publishing.*

### IOWA

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<http://www.aea9.k12.ia.us/04/statewidelibrarystudy.php>

*Rodney, Marcia J., Keith Curry Lance, and Christine Hamilton-Pennell. (2002). Make the Connection: Quality School Library Media Programs Impact Academic Achievement in Iowa. Bettendorf, IA: Mississippi Bend Area Education Agency.*

## MASSACHUSETTS

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<http://web.simmons.edu/~baughman/mcas-school-libraries/Baughman%20Paper.pdf>

*Baughman, James. (2002). School Libraries and MCAS Scores, (Preliminary Edition). A Paper Presented at a Symposium Sponsored by the Graduate School of Library and Information Science, Simmons College. Boston, MA.*

## MICHIGAN

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[http://www.michigan.gov/documents/hal\\_lm\\_schlibstudy03\\_76626\\_7.pdf](http://www.michigan.gov/documents/hal_lm_schlibstudy03_76626_7.pdf)

*Rodney, Marcia J., Keith Curry Lance, and Christine Hamilton-Pennell. (2003). The Impact of Michigan School Librarians on Academic Achievement: Kids Who Have Libraries Succeed. Lansing, MI: Library of Michigan.*

## MINNESOTA

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<http://metronet.lib.mn.us/survey/index.cfm>

*Baxter, Susan J. and Ann Walker Smalley. (2003). Check It Out! The Results of the School Library Media Program Census, Final Report. St. Paul, MN: Metronet.*

## MISSOURI

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<http://www.dese.state.mo.us/divimprove/curriculum/librarystudy/showmeconnection.pdf>

*Quantitative Resources, LLC. (2003). Show-Me Connection: How School Library Media Center Services Impact Student Achievement, 2002–2003. Jefferson City, MO: Missouri State Library.*

## NEW MEXICO

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<http://www.stlib.state.nm.us/files/NMStudyforDistribution.pdf>

*Lance, Keith Curry, Marcia J. Rodney, and Christine Hamilton-Pennell. (2002). How School Librarians Improve Outcomes for Children: The New Mexico Study. Sante Fe, NM: New Mexico State Library.*

## NORTH CAROLINA

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<http://www.rburgin.com/NCschools2003/>

*Burgin, Robert and Pauletta Brown Bracy. (2003). An Essential Connection: How Quality School Library Media Programs Improve Student Achievement in North Carolina. Spring, TX: Hi Willow Research and Publishing.*

## OHIO

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<http://www.oelma.org/studentlearning/default.asp>

*Todd, Ross J., Carolyn Kuhlthau, and OELMA. (2004). Student Learning through Ohio School Libraries: The Ohio Research Study. Columbus, OH: Ohio Educational Library Media Association.*

## OREGON

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[http://www.oema.net/Oregon\\_Study/OR\\_Study.htm](http://www.oema.net/Oregon_Study/OR_Study.htm)

*Lance, Keith Curry, Marcia J. Rodney, and Christine Hamilton-Pennell. (2001). Good Schools Have School Librarians: Oregon School Librarians Collaborate to Improve Academic Achievement. Terrebonne, OR: Oregon Educational Media Association.*

## PENNSYLVANIA

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<http://www.statelibrary.state.pa.us/libraries/lib/libraries/measuringup.pdf>

*Lance, Keith Curry, Marcia J. Rodney, and Christine Hamilton-Pennell. (2000). Measuring Up to Standards: The Impact of School Library Programs & Information Literacy in Pennsylvania Schools. Greensburg, PA: Pennsylvania Citizens for Better Libraries.*

## TEXAS

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<http://www.tsl.state.tx.us/ld/pubs/schlibsurvey/index.html>

*Smith, Ester G. (2001). Texas School Libraries: Standards, Resources, Services, and Students' Performance. Austin, TX: Texas State Library and Archives Commission.*

# **Research Foundation Paper**



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